THE RELATIONSHIP BETWEEN IRAQI EFL UNIVERSITY STUDENTS'LINGUISTIC INTELLIGENCE ANDCOMMUNICATIVE LEARNING STYLE

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ABSTRACT

*This study is attempts to investigate the relationship between Iraqi EFL university students'
Communicative learning style and Linguistic intelligence. The sample size is (250) selected from
Baghdad university , college of education / English department (2nd) year . Two types of questionnaires
are used (learners' linguistic intelligenceand communicative learning style questionnaire) .*

Result of the study indicated that:
1-EFL learners have high level of linguistic intelligence.
2-EFL learners prefer communicative learning style in social learning.
3-There is a positive relationship between   communicative learning style and linguistic intelligence.

المستلخص

تحاول هذ الدراسه البحث عن العلاقه بين اسلوب التعلم التواصلي والذكاء اللغوي .
كان عدد العينه لدراسه البحث هو (250) طالبا من طلبه جامعه بغداد / كليات التربيه / قسم اللغه الانكليزية للمرحله الثانيه .
تم استخدام نوعين من الاستبيانات (اسلوب التعلم التواصلي والذكاء اللغوي) لدى الطلبه عينه البحث . اثبتت نتائج الدراسه
مايلي :

1 - يتمتع الطلبه العراقيين بنسبه عاليه من الذكاء اللغوي .
2 - يفضلون استخدام اسلوب التعلم التواصلي اثناء الدراسه.
3 - هناك علاقه ايجابيه بين اسلوب التعلم التواصلي والذكاء اللغوي .

SECTION ONE : THE PROBLEM OF THE STUDY

Everything in life is liable to variety. No two things are similar. In school education , it
is a familiar phenomenon that in every school each student is considered a unique individual,
who is different in his/her cognitive and affective variables, social maturity, ability, motivation,

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aspiration, learning styles, needs, interests and potential . Besides, other factors are also underlying student differences such as innate differences in intelligence, differences in social and economic background, variations in past learning experiences, and perhaps variations in the level of congruence between the learner and the curriculum .Hence, learning a foreign language is a difficult process. It does not only involve learning skills but it also involves the learner's adoption of new social and cultural behaviors and an alteration in his self-image (Williams, 1994: 77).

Among the individual difference factors, it is believed that linguistic intelligence, communicative learning style and Classroom anxiety are considered very important and affective variables in EFL situations .

However , the problem of the study is best expressed through the following questions :

1- Do Iraqi EFL learner have linguistic intelligence ?

2- Do they prefer communicative learning style?

3- Do these variables correlated ?

A review of related literature indicates that almost no study has ever attempted to focus specifically on the relationship between Linguistic intelligence and Communicative learning style and the current study tries an attempt to fill this gap .

Aims
The study aims at finding out :

1. Iraqi EFL university students' linguistic intelligence.

2- Iraqi EFL university students' communicative learning style .

3-The relationship between these two variables.

Limits of the Study
This study is limited to Iraqi EFL 2nd year university students at the Colleges of Education /Departments of English during the academic year 2017- 2018 in Iraq except Kurdistan region

Value

Since no other previous studies, have tackled all the two variables of the present study, namely linguistic intelligence, and communicative learning style and their correlational relationships ,the findings of this study are hoped to be useful in increasing EFL teachers awareness of the importance of the Linguistic Intelligence in affecting students' achievement in learning English and in enabling those teachers   to have insights into the problematic areas concerning language teaching and language learning. This study can also be of help to the

syllabus designers to consider the above two variables when putting designs for future curricula.

SECTION TWO : THEORETICAL BACKGROUND AND PREVIOUS STUDIES

A-Linguistic Intelligence

According to Gardner's categories , there are nine types of intelligence (linguistic , mathematical , interpersonal , intrapersonal , spatial , musical , bodily , natural , existential) . Linguistic intelligence is defined as a "type of multiple intelligence , it refers to the capacity in which student use the language effectively whether orally , written , and how to manipulate the structure of language , sound and meaning". Sana   (2014; 94-95).

Linguistic intelligence includes the "***Academic verbalness***", which is a measured self-perception in verbal learning. Learners with linguistic intelligence can learn efficiently by using metaphors and vivid verbal expressions (Tirri& Nokelainen, 2011: 2).
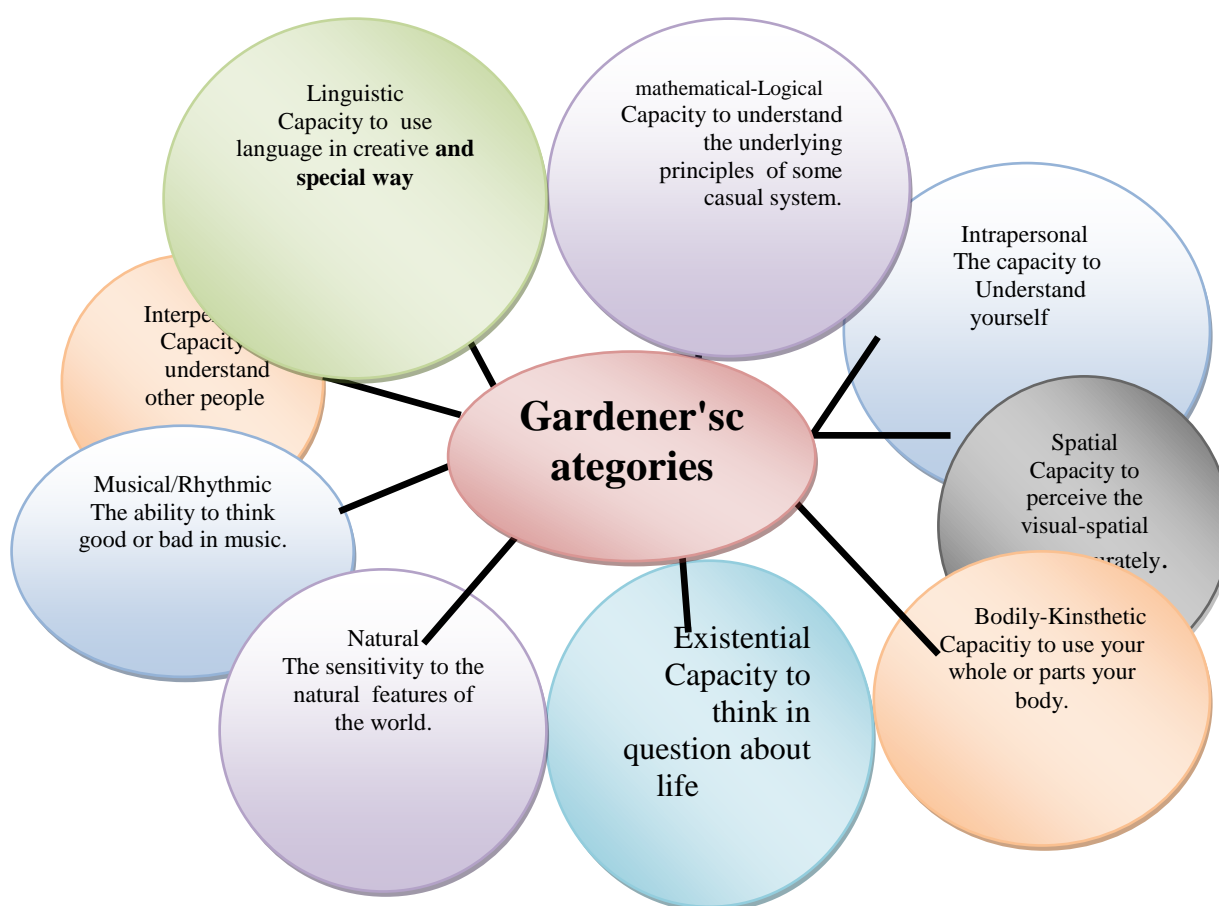
Gardener's categories of Intelligence Type(Sana',2014:92).

According to Christison(1996:9) , in classroom, learners' linguistic intelligence are engaged in a process of individual development to measure their ability of being good language learners .

Learners need activities and environment that enable them to be good and successful in all types of intelligence not just the linguistic intelligence. Learners need the teacher's help to do activities related to this type of intelligence and to improve their linguistic intelligence. With a lot of awareness , learners use their linguistic intelligence to work well in class , comprehend and use language successfully, and also be designers of their own learning . They prefer teachers who provide them with activities .

Teachers in classroom should support students in language learning , should develop student's linguistic intelligence by being orchestrates to their activities . According to Campbell(1997:19), the teacher has a complex process in classroom when he administers , expectes to understand , be committed ,enable students to increase their linguistic intelligence . Teachers also are expected not just develop students' linguistic intelligence , but all over intelligence . Teachers should provide such learners with activates that enhance their intelligence . These activities include lectures , small and large group discussions , books , worksheets , word games , listening to cassettes or talking books , creating class newspapers or collections of writing , student speeches , storytelling , debates , journal keeping .

B-Communicative Learning Style

According to Willing (1988) , there are four types of learning style (communicative , analytical , concret , authirty- oriented) Communicative learning style is a "type of learning style in which students need to use speaking skill and conversation by talking with foreign people or go out with other classmate and practice English" (Hony &Mumford1996: x).

Reid in his studies (1987,1995,1998)suggests that in this style " Students prefer learn English language by hearing , listen to cassettes , practice sound and pronunciation , and watching TV in English " . They like to operate without the guidance of a teacher . According to (Kinsella,1995:171) , learners like a democratically run class . Learners need to learn English by talking to friends and going out with classmates and practicing English . In this type of learning style , students like to listen to information that will help them solve problem or give them new ideas , and like to learn by listening to native speakers , watching , talking to friends in English and watching television in English , using English out of class , learning by conversation, and learning new words by hearing them ,etc… talk and ask questions . They also like to work in groups during activities with the whole class . They prefer to use their body language when using this type of learning style to deliv er the information to others. They are like to learn new words by hearing them . Reid's studies (1987,1995,1998)showen that working with people is a creative art . He clarifies that such learners enjoy stimulation with others and they like teachers to help them in their interest . Reid add that cooperation is a key word for learners who prefer Communicative Learning Style.

General learning style	Main characteristics
1-Concret learning style	People –oriented; direct means of processing ; spontaneous; imaginative and emotional; ; prefers kinesthetic modality; dislikes routinized learning.
2-Analytical learning style	Object- oriented;and focuses on specific problems and proceeds by means of hypothetical – deductive reasoning ; independent; didactic presentation and dislikes failure; prefers logicl ,.
3-Communicative learning style	Highly adaptable and flexible and fairly independent ; responsive to facts that don't fit ; enjoy making decision; prefers social learning and a communicative approach.
4- Authority-Oriented learning style	Depends on other people and needs teachers' learning style explanation and directions. It like structured learning environment and intolerant of facts that don't fit . It dislikes discovery learning and prefers a sequential progression.

Four learning styles used by adult ESL learners (based on Willing 1988) Eills(2012:670)

SECTION THREE: PROCEDURES

Population is defined as "any set of items ,individuals ,etc. that share some common and observable characteristics and from which a sample can be taken " (Richards and Schmidt 2002: 406). The population of the present study is Iraqi EFL university students at Colleges of Education-Departments of English in Iraq except Kurdistan region .The sample of the current study is (250) EFL students at both Colleges of Education at Baghdad University , comprises of (168)second year students from college of Education for Human Sciences Ibn Rushd and (82) second year students from College of Education for Women.

Instruments of the Study

Quantitative data has been collected through two instruments . They are Linguistic Intelligence Questionnaire and Communicative Learning Style Questionnaire .

1- The Linguistic Intelligence Questionnaire(LIQ)
    The researcher has reviewed relevant literature concerning foreign language learning and individual differences , Leila Vakili Samiyan's (2013) questionnaire which is a combination of two questionnaires ,Grader's Multiple Intelligence Model (1993) and Chislett MSc and Champman questionnaire (2005) , has been adopted as the instrument used for measuring students' LI .It consists of 29 items . See Appendixes (A).
2- The Communicative Learning Style Questionnaire(CLSQ)
    The CLSQ has been constructed and developed by the researcher to assess students' CLS . It has been constructed by:

1**-** Reviewing related literature including previous studies , journals , articles ,and internet sites.

2-Consulting a group of specialists in the field of ELT , Linguistics and Psychology. See

3-Derving definitions ,types , features and specifications of CLS . It comprises (42) items . See Appendix(B) .

3- Statistical Procedures for Analyzing the Instruments

The main aim of the statistical analysis is to find out the discrimination power of the instruments items and their consistency degree and to exclude the items that have no discrimination powers as well as finding out the instrument's validity and reliability . For these purposes , the researches has chosen a sample of (250) 2nd year students taken from Diayla University / College of Education / Department of English . The following procedures have been implemented:

3.1Discrimination Power

The discrimination power , the validity and reliability coefficients of the items are considered one of the most important psychometric features of the psychological and educational scales .Computing the discrimination power for each item means "the ability of the item to discriminate between those individuals who scored high in the instrument and those who scored low "(Stang and Writghtsman ,1981:51) . It is important to note that identifying the size of the statistical analysis sample requires selecting at least (5) subjects or individuals for each item of the scale items (Nunanaly ,1967: 256).

3.1.1 Discrimination Power of the Linguistic Intelligence Questionnaire (LIQ) items

The style of the two extreme groups depends on the use of two opposite groups by measuring their response rates for each item . So that the ratio of (27%) is the best one to determine the number of students in higher and lower groups and in samples with normal distribution according to Kelly(1939: 122) . Anostasi(1976:208) states that the approved ratio for determining the two extreme groups between (0,25-0,33). To calculate discrimination items for LIQ , the following steps have been followed :

1-The grades that have been obtained by(250) students are arranged in descending order from higher to lower degree.

2-The ratio of (27%)is selected from higher group and (27%)is selected from lower group to represent the two extreme groups which resembles (68) forms for the higher group and (68) forms for the lower group .

3-Using t-test for two independent samples and calculating the arithmetic mean and standard deviation to identify the differences between the higher and lower groups for each item in the

two instruments that include (29) for LIQ , (42) for CLSQ , Table (1) shows the Discrimination Power of the LIQ :

Table (1)
Discrimination Power of the LIQ Items
For Two-Extreme Groups

Item No	Higher Group		Low group		Computed t-value	Level of significance
	Mean	*SD*	*Mean*	*SD*		**(0.05)**
1	3.796	1.034	3.259	1.102	2.610	Significant
2	4.166	0.926	3.240	1.080	4.780	Significant
3	4.000	1.081	3.203	0.939	4.085	Significant
4	3.818	1.284	3.203	1.105	2.674	Significant
5	4.018	1.124	3.203	0.939	4.087	Significant
6	4.333	0.800	2.963	1.373	6.335	Significant
7	4.185	1.010	3.685	1.178	2.366	Significant
8	3.722	0.959	3.163	0.862	3.194	Significant
9	3.963	0.989	3.111	1.127	4.173	Significant
10	4.203	1.016	3.463	1.093	3.645	Significant
11	4.537	0.745	3.925	1.113	3.352	Significant
12	4.537	0.840	3.803	0.918	4.317	Significant
13	4.148	0.786	3.555	0.964	3.498	Significant
14	3.944	1.106	3.185	1.133	3.522	Significant
15	4.463	0.719	3.148	1.279	6.581	Significant
16	4.481	0.665	3.518	1.094	5.524	Significant
17	4.388	0.898	3.555	0.964	4.644	Significant
18	3.685	1.078	3.159	1.119	2.492	Significant
19	3.888	1.003	3.000	1.213	4.149	Significant

20	4.314	0.864	3.370	1.086	4.997	Significant
21	4.425	0.837	3.777	0.839	4.016	Significant
22	3.963	0.930	3.092	1.068	4.513	Significant
23	4.185	0.912	3.370	1.086	4.219	Significant
24	3.796	1.187	3.129	1.150	2.963	Significant
25	4.240	0.845	3.666	1.228	2.829	Significant
26	4.407	0.858	3.666	1.098	3.904	Significant
27	3.925	0.908	3.222	1.110	3.605	Significant
28	4.351	0.730	3.481	1.111	4.808	Significant
29	3.888	1.093	3.351	0.872	2.822	Significant

3.1.2 Discrimination Power of the Communicative Learning Style Questionnaire (CLSQ) Items

The researcher has conducted the same steps followed in analyzing the LIQ Items. It has been found out that all the CLSQ Items have appropriate discrimination power in that the Computed value is higher than that of the critical-t value which is (1.96) at level of significance (0.05) and degree of freedom (134) as revealed in Table (2) below:

Table (2)

Discrimination Power of the CLSQ Items For Two-Extreme Groups

Item No.	Higher Groups		Lower Group		Computed t- value	Level of significance (0.05)
	Mean	SD	Mean	SD		
1	4.870	0.339	4.055	1.139	5.063	Significant
2	4.703	0.570	3.537	1.040	7.222	Significant
3	4.370	0.759	3.740	0.994	3.698	Significant
4	4.407	0.740	3.518	0.966	5.367	Significant

5	4.833	0.376	3.851	0.919	7.259	**Significant**
6	4.500	0.504	3.444	0.816	8.081	**Significant**
7	3.722	0.737	3.277	0.919	2.770	**Significant**
8	4.611	0.626	3.277	1.071	7.893	**Significant**
9	4.666	0.644	3.740	1.231	4.896	**Significant**
10	4.370	0.875	3.425	0.860	5.656	**Significant**
11	4.314	0.695	3.555	1.058	4.406	**Significant**
12	4.648	0.619	3.685	0.948	6.249	**Significant**
13	3.833	0.884	3.333	1.115	2.580	**Significant**
14	4.407	0.835	3.314	1.112	5.768	**Significant**
15	4.074	1.061	3.574	1.109	2.393	**Significant**
16	4.203	1.139	3.648	1.030	2.658	**Significant**
17	4.481	0.840	3.722	1.122	3.977	**Significant**
18	4.759	0.431	3.666	0.971	7.554	**Significant**
19	4.296	0.767	3.240	1.180	5.507	**Significant**
20	4.555	0.571	3.333	0.971	7.968	**Significant**
21	4.444	0.603	3.481	0.905	6.500	**Significant**
22	4.370	0.784	3.518	0.946	5.093	**Significant**
23	4.574	0.601	3.333	1.181	6.875	**Significant**
24	4.611	0.563	3.629	1.014	6.213	**Significant**
25	4.722	0.596	3.629	0.896	7.458	**Significant**
26	4.648	0.482	3.777	0.904	6.242	**Significant**
27	4.611	0.626	3.814	0.912	5.285	**Significant**

28	4.537	0.573	3.574	1.175	5.411	**Significant**
29	4.037	0.970	3.240	1.114	3.959	**Significant**
30	4.407	0.599	3.537	1.004	5.470	**Significant**
31	4.574	0.815	3.314	1.078	6.845	**Significant**
32	4.611	0.596	3.574	0.982	6.629	**Significant**
33	4.648	0.648	3.851	0.998	4.915	**Significant**
34	3.944	1.017	3.329	1.033	3.122	**Significant**
35	4.388	0.833	3.500	1.370	4.073	**Significant**
36	4.463	0.692	3.351	1.135	6.139	**Significant**
37	4.574	0.661	3.314	1.024	7.587	**Significant**
38	4.407	0.687	3.666	1.046	4.349	**Significant**
39	4.000	0.777	3.537	0.905	2.852	**Significant**
40	4.259	0.872	3.685	1.271	2.736	**Significant**
41	4.388	0.626	3.703	0.838	4.809	**Significant**
42	4.259	0.850	3.574	1.038	3.749	**Significant**

3.2 Items Correlation with the Total Score (Internal Consistency)

To ensure the construct validity and to analyze the instrument items , "the correlational relationship have be found between the score of each item and the total instrument score" (Nunnaly,1967: 262) .

3.2.1 Correlation Coefficients Values with the Total Score of the Linguistic Intelligence Questionnaire

To find out the relationship of each item of the LIQ with the total score ,the researcher has used Person Correlation Coefficient formula and it has been found out that all the Correlation Coefficients are statistically significant as compared with the critical-t value of the Correlation Coefficient of (0.124) at level of significance (0.05) and a degree of freedom (248) .This reveals that the LIQ is valid to measure the phenomenon of the current study as illustrated in Table (3):

Table (3)

Correlation Coefficients Values with the Total Score of the LIQ

Item No.	Correlation Coefficients Values with the Total Score	Item No.	Correlation Coefficients Values with the Total Score	Item No.	Correlation Coefficients Values with the Total Score
1	0.267	11	0.362	21	0.422
2	0.300	12	0.394	22	0.382
3	0.324	13	0.357	23	0.313
4	0.244	14	0.354	24	0.243
5	0.337	15	0.463	25	0.342
6	0.290	16	0.437	26	0.314
7	0.264	17	0.420	27	0.266
8	0.292	18	0.303	28	0.478
9	0.379	19	0.417	29	0.317
10	0.328	20	0.437		

3.2.2 Correlation Coefficients Values with the Total Score of the Communicative Learning Style Questionnaire

To find out the relationship of each item of the CLSQ with the total score ,the researcher has used Person Correlation Cofficient Formula , it has been found out that all the Correlation Cofficients are statistically significant as compared with the critical value of the Correlation Coefficient which is (0.124) at level of significance (0.05) and a degree of freedom (248) .This reveals that CLSQ is valid to measure the phenomenon of the current study as illustrated in Table (4):

Table(4)

Correlation Coefficients Values with the Total Score of the CLSQ

Item No.	Correlation Coefficients Values with the Total Score	Item No.	Correlation Coefficients Values with the Total Score	Item No.	Correlation Coefficients Values with the Total Score
1	0,368	15	0,415	29	0,230
2	0,408	16	0,296	30	0,537
3	0,241	17	0,364	31	0,367
4	0,436	18	0,541	32	0,506
5	0,467	19	0,339	33	0,461
6	0,427	20	0,545	34	0,342
7	0,348	21	0,469	35	0,433
8	0,418	22	0,353	36	0,486

9	0,479	23	0,484	37	0,500
10	0,394	24	0,425	38	0,389
11	0,460	25	0,442	39	0,287
12	0,386	26	0,459	40	0,411
13	0,281	27	0,479	41	0,470
14	0,359	28	0,384	42	0,551

4 - The Psychometric Features of the Instruments

4.1 Validity

Harris (1969:19) puts his view of validity within two questions: *" (1) What precisely does the test measure?"* and "(2) How well does the test measure?".

4.1.1 Face Validity

To test face validity, the initial forms of the two questionnaires have been exposed to the group of jurors .It is necessary to note that all the items of the two questionnaires are judged valid by all the jurors with slight modifications .

4.1.2 Construct Validity

The researcher has secured such a type of validity through following these procedures:

a- Computing the discrimination power of the items which indicates that all the two instruments items are discriminated .

b- Finding out the relationship of the item score with the total score which indicates that the two instruments items are correlated.

Accordingly , that construct validity has been ensured .

4.2 Reliability

Reliability is " The degree to which a test produces similar conditions. In order to find out the reliability of the twoquestionnaire, the researcher has used test-retest method and Alpha Cronbach Formula as shown below

4.2.1 Test-retest Methods

Test –retest is " an estimate of the reliability of a test determined by the extent to which a test gives the same results if it is administered at two different times . Accordingly, a sample of (100) students has been randomly selected from the Department of English College of Education –University of Diyala and then the two questionnaire have been administered on this sample. Then after ten days , the same questionnaire have been readministered on the same sample and their responses have been corrected using Person Correlation Coefficient . Correlation is found out between the first and second administrations. It is found out the reliability coefficient of the LIQ is (0.82) and for the CLSQ is (0,84) .

4.2.2 Alpha Cronbach Formula (Internal Consistency)

Alpha Cronbach formula has been used to find out the reliability of the two questionnaire . It is found out that the reliability of LIQ is (0,78) and of the CLSQ is (0,79) .

5-The Final Form of the Instruments

After ensuring the psychometric features for the two instruments , their final forms are as the following:

5.1   Final form of Linguistic Intelligence Questionnaire

The final form of the LIQ consists of (29) items . The highest score a student could get is (145) , while the lowest score is (29) with a theoretical mean of (87).

5.2 Final form of Communicative Learning Style Questionnaire

The final form of the CLSQ consists of (42) items . The highest score a student could get IS(210) , while lowest score is (42), with a theoretical mean of (126) .

6 Final Administration of the Instruments

The two questionnaire are finally administrated separately on the sample of the study on adjacent periods during the academic year 2017-2018 . The LIQ is conducted on 6th March , CLSQ on 7th.

7- The Statistical Means

SECTION FOUR : RESULTS

The results of the study are presented in this section according to the aims of the study.

1- Results Related to the First Aim

To find out Iraqi EFL student's LI , LIQ has been applied on the sample of the study . The result indicates the arithmetic mean score is (98.09) and the standard deviation is (11.306) . In order to find out the significance of the difference between the arithmetic mean and the theoretical one, t-test for one independent sample is used. It is found out that there is a statistical significant difference at (0.05) level of significance. The computed t-value (15.510) is found to be higher than the critical t-value (1.96) at 249 degree of freedom . This shows a significant difference between the two means in this questionnaire in favour of the arithmetic mean . Accordingly , it can be reported that the study sample yield a good level of LI , see Table (5)   below:

Table (5)
Result Related to the First Aim

Variable	Sample	Arithmetic Mean	S.D)	Theoretical Mean	t. Value		Level of Significance (0.05)
					Computed	Critical	
Linguistic Intelligence	250	98.09	11.306	87	15.510	1.96	Significant

2- Results Related to the Second Aim

To find out Iraqi EFL students' CLS , the CLSQ has been administrated on the sample of the study .The result indicates that the arithmetic mean is (143.22) and the standard deviation is (18.489). In order to find out the significance of the difference between the arithmetic mean and the theoretical one , t-test for one independent sample is used . It is found that there is a statistical significant difference at (0.05) level of significance . The computed t-value (14.730) is found to be higher than the critical t-value (1.96) at (249) degree of freedom . This indicates that the sample of the study is pocess a CLS , this is shown in Table (6)

Table (6)
Result Related to the Second Aim

Variable	*Sample*	*Arthmetic Mean*	*S.D)*	*Theoretical mean*	*t. Value*		*Level of Significance (0.05)*
					Computed	*Critical*	
Communicative Learning	250	143.22	18.489	126	14.730	1.96	Significant

The Third Aim : Finding out the relationship between these two variables.

Parson Correlation Coefficient   between   Linguistic Intelligence Questionnaire   and Communicative Learning style Questionnaire is found to be (0.421) . This is shown in Table (7)

Table (7)

No.	*Value of the Correlational Coefficient between Linguistic Intelligence and Communicative Learning Style*	*T Value*		*Level of Significance*
		Computed	*Critical*	
250	0.421	7,309	1.96	Significant

Table (7) above reveals that there is a posative significant relationship between the LI and the CLS in that the computed t-value was (7,309) which is higher than that of the critical t-value (1.96) at a level of significance of (0.05) and a degree of freedom (248). This means that the relationship between the LI and the CLS is positive (directly) one ,i.e. whenever LI is increase , the CLS is increase too .

CONCLUSIONS

In the light of the results obtained in the current study, the researcher has come up with the following conclusions :

1-Iraqi EFL students are generally distinguished with the LI with a high level .

2- Iraqi EFL students do generally have CLS with a high level.

3-There is a direct relationship held between the LI and CLS . This means that whenever the LI increases , the CLS increases, too .

RECOMMENDATIONS

In the light of the conclusions above , the researcher sets the following recommendations:

1. Iraqi EFL teachers are recommended to put in their consideration the role played by the IDs in both processes of learning and teaching .

2. Iraqi EFL teachers are recommended to highly consider the principle that the linguistic intelligence is the ultimate goal of the learning process .

3- Iraqi EFL teachers are recommended to enhance students' awareness of the importance of the communicative learning styles .This is done through preparing communicative activities inside classroom .

4-It is recommended for EFL teachers to be well-informed by the relationship held between the above IDs variables in the whole English language learning process .This duty is accomplished by the specialists to provide related sources or studies that are practically concerned with explaining the impact practiced by the IDs variables on the students' achievement in English .

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APPENDIX(A)

Linguistic intelligence Questionnaire

No	Item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	I find it easy to make up stories					
2	When talking to someone, I tend to listen to the words they use not just what they mean.					
3	I enjoy crosswords, word searches or other word puzzles.					
4	I find it easy to remember quotes or phrases.					
5	I enjoy debates and discussion.					
6	I find it easy to talk to new people.					
7	I often talk to myself-out loud or in my head.					
8	When I am abroad, I find it easy to pick up the basics of another language.					
9	I enjoy keeping a written journal and/or writing stories and articles.					
10	I find pleasure in reading.					
11	Enjoy listening to other people talking English.					
12	I like to learn new words.					
13	I give good directions to others so that they understand the first time.					
14	I like to make an end for incomplete stories.					
15	I enjoy reading newspaper , novels , etc					
16	I can use lots of different words to express myself.					
17	I feel comfortable working with language and words.					
18	I tend to remember things exactly as they are said to me.					
19	I find it easy to explain things to others .					
20	Books are important to me.					
21	I can hear the words in my head before I read , speak or write them down.					
22	I get more out of listening to an audiotape or the radio than I do from the					

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	TV or films.					
23	I enjoy word games like Scrabble , A nagrams , and Passwords.					
24	I enjoy entertaining others or myself with tongue twisters, nonsense rhymes or puns.					
25	Other people sometimes have to stop and ask me to explain the meanings of the words I use.					
26	English , social studies , and history are easier for me in school than math and science.					
27	When I drive down a freeway , I pay more attention to the words written on billboards than to the scenery.					
28	My conversations include frequent reference to things I have read or heard.					
29	When I write something , I feel proud of what I have written.					

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APPENDIX(B)

Communicative Learning Style Questionnaire

No	Item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	I like to learn English by talking to friends.					
2	I like to go out with my classmates and practise English .					
3	I prefer to talk about things using the foreign language rather than thinking about them .					
4	I change the way I talk depending on whom I'm talking to.					
5	I like to listen to information that will help me solve a problem or give me new ideas.					
6	I encourage other people to talk and I ask appropriate questions .					
7	I often get so caught up in what I'm saying that I'm unaware of the reactions of my listeners .					
8	I often prefer to listen to native or semi-native speakers of Engilsh.					
9	I enjoy coversations and discussions.					
10	I can tell when someone doesn't understand what I'm saying .					
11	When talking to people , I pay attention to their body language .					
12	I prefer to make my own opportunities for practice in using the language inside and outside the classroom .					
13	I like a democratically run class .					
14	I feel happy to operate without the guidance of a teacher .					
15	I like to learn English with the whole class.					
16	I like to learn English in small groups .					
17	I like to study English by talking with other classmates .					
18	I like the teacher to help me talk about my interests .					
19	I enjoy leading a conversation (e.g choosing the topic , controlling the pace).					
20	I enjoy working with people .					
21	I like to attend well-organized group meeting .					
22	I enjoy the stimulation of interaction with others .					
23	I like to learn by watching TV in English .					
24	I like creative problem solving .					
25	I like to learn by listening to foreigners.					
26	I enjoy learning from others .					

27	I strongly believe that people need each other to get work done .					
28	Good relationships are essential for me .					
29	Communicating with people is an end in itself .					
30	I consider talking and working with people is a creative art .					
31	I learn best by interacting with others .					
32	I like to learn by watching foreigners.					
33	I like to learn many new words and expressions by hearing them .					
34	I like to learn in situations that make me adaptable and flexible .					
35	I like the teacher who facilitate communication ,encourages fluency, monitor, group process manager , needs analyst .					
36	I like to learn through Jig-saw activities ,task – completion activities , information-gathering , opinion-sharing , reasoning-gap , role play , games.					
37	I enjoy taking decisions .					
38	Iam interested in social interaction with other speakers of the language .					
39	I can completely control my body language and gestures .					
40	I accept differences and conflict as a normal part of any work and I know how to address them appropritly .					
41	I like to cooperate with others to fulfil classroom activities .					
42	I use diagrams and charts to help express my ideas.					